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# The Attitudes of Men Students Toward the Required Physical Education Program at South Dakota State College

Floyd V. Sluiter

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**THE ATTITUDES OF MEN STUDENTS TOWARD THE  
REQUIRED PHYSICAL EDUCATION PROGRAM AT  
SOUTH DAKOTA STATE COLLEGE**

**BY  
FLOYD V. SLUITER**


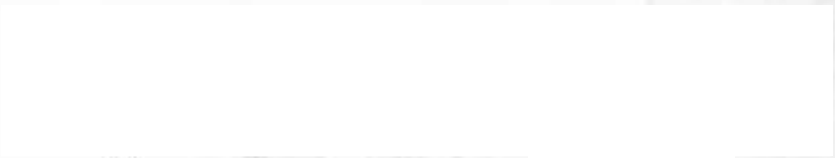
**A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Department of  
Physical Education, South Dakota  
State College of Agriculture  
and Mechanic Arts**

**August, 1959**  
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THE ATTITUDES OF MEN STUDENTS TOWARD THE  
REQUIRED PHYSICAL EDUCATION PROGRAM AT  
SOUTH DAKOTA STATE COLLEGE

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.



### **ACKNOWLEDGMENTS**

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Appreciation is also given those who participated in the construction of the questionnaire and the respondents for their cooperation in answering the questionnaire.

FVS

## TABLE OF CONTENTS

Chapter	Page
<b>I. INTRODUCTION . . . . .</b>	<b>1</b>
Need for the Study . . . . .	1
Statement of the Problem . . . . .	2
Limitations of the Study . . . . .	2
Significance of the Problem . . . . .	2
Definition of Terms . . . . .	3
Attitudes . . . . .	3
Required Physical Education Program . . . . .	4
<b>II. REVIEW OF RELATED LITERATURE . . . . .</b>	<b>5</b>
<b>III. COLLECTING THE DATA . . . . .</b>	<b>13</b>
Development of the Questionnaire . . . . .	13
Selection of the Sample . . . . .	14
<b>IV. PRESENTATION OF RESULTS . . . . .</b>	<b>16</b>
Number Studied and Percent of Replies . . . . .	16
High School Background . . . . .	17
Physical Education at State College . . . . .	21
Selection of Activities . . . . .	32
Academic Credit . . . . .	33
Instruction of Physical Education . . . . .	42
Facilities at State College . . . . .	44
Equipment and Physical Education Costumes . . . . .	45
<b>V. INTERPRETATION OF RESULTS . . . . .</b>	<b>48</b>
<b>IV. IMPLICATIONS AND CONCLUSIONS . . . . .</b>	<b>53</b>

**Chapter****Page****LITERATURE CITED . . . . . 55****APPENDIX . . . . . 58****Letter of Transmittal . . . . . 58****Questionnaire . . . . . 59**

## LIST OF TABLES

Table	Page
I. NUMBER OF QUESTIONNAIRES SENT OUT, NUMBER OF QUESTIONNAIRES RETURNED AND PERCENTAGE OF RETURNS . . . . .	16
II. PERCENT OF STUDENTS WHO TOOK PHYSICAL EDUCATION IN HIGH SCHOOL . . . . .	17
III. PERCENT OF RESPONDENTS WHO TOOK PHYSICAL EDUCATION 1, 2, 3 OR 4 YEARS IN HIGH SCHOOL . . . . .	18
IV. PERCENT OF RESPONDENTS WHO INDICATED THEY HAVE PARTICIPATED IN THE ELECTIVE OR IN THE REQUIRED PHYSICAL EDUCATION PROGRAM . . . . .	19
V. PERCENT OF RESPONDENTS INDICATING THAT REQUIRED PHYSICAL EDUCATION WAS TAKEN 1, 2, 3 OR 4 YEARS IN HIGH SCHOOL . . . . .	20
VI. PERCENT OF RESPONDENTS WHO FEEL IT IS THE RESPONSIBILITY OF SOUTH DAKOTA STATE COLLEGE TO PROVIDE OPPORTUNITIES FOR PARTICIPATION IN RECREATIONAL ACTIVITIES, PHYSICAL FITNESS ACTIVITIES AND TEAM SPORTS . . . . .	26
VII. PERCENT OF RESPONDENTS WHO FELT THE INFLUENCE OF HIGH SCHOOL PHYSICAL EDUCATION ON PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE . . . . .	27
VIII. PERCENT OF RESPONDENTS WHO FELT THEY BENEFITED PHYSICALLY, SOCIALLY, EMOTIONALLY, MENTALLY AND MORALLY THROUGH TAKING PHYSICAL EDUCATION AT STATE COLLEGE . . . . .	28
IX. PERCENT OF RESPONDENTS INDICATING YES, NO AND NOT SURE TO THE FOLLOWING QUESTIONS . . . . .	30
X. POINTS AND RANK RECEIVED BY EACH ACTIVITY . . . . .	32
XI. PERCENT OF RESPONDENTS WHO INDICATED A PREFERENCE FOR A CERTAIN NUMBER OF QUARTERS OF PHYSICAL EDUCATION IN COLLEGE . . . . .	35
XII. PERCENT OF RESPONDENTS WHO FEEL PHYSICAL EDUCATION CLASSES SHOULD MEET MORE THAN TWO HOURS EACH WEEK . . . . .	36
XIII. PERCENT OF RESPONDENTS WHO FEEL PHYSICAL EDUCATION CLASSES SHOULD MEET 1, 2, 3, 4 AND 5 HOURS WEEKLY . . . . .	37

Table		Page
XIV.	PERCENT OF RESPONDENTS WHO WOULD TAKE PHYSICAL EDUCATION ON AN ELECTIVE BASIS . . . . .	38
XV.	PERCENT OF SUBJECTS WHO FEEL THE GRADE THEY RECEIVED IN PHYSICAL EDUCATION WAS WHAT THEY DESERVED . . . . .	39
XVI.	PERCENT OF RESPONDENTS WHO FELT THE GRADE THEY RECEIVED IN PHYSICAL EDUCATION WAS MORE OR LESS THAN WHAT THEY DESERVED . . . . .	40
XVII.	PERCENT OF RESPONDENTS WHO FEEL ATTENDANCE SHOULD BE CONSIDERED IN DETERMINING THE GRADE FOR THE STUDENT . . .	40
XVIII.	PERCENT OF RESPONDENTS WHO FEEL STATE COLLEGE SHOULD GIVE ACADEMIC CREDIT IN PHYSICAL EDUCATION . . . . .	41
XIX.	PERCENT OF RESPONDENTS WHO FEEL INSTRUCTION OF PHYSICAL EDUCATION IS OF HIGH QUALITY . . . . .	42
XX.	PERCENT OF RESPONDENTS TO MAJOR CRITICISMS OF INSTRUCTORS	43
XXI.	PERCENT OF RESPONDENTS TOWARD THE ADEQUACY OF FACILITIES FOR PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE . . .	44
XXII.	PERCENT OF RESPONDENTS WHO FEEL FACILITIES AT STATE COLLEGE SHOULD BE EXPANDED AND IMPROVED . . . . .	45
XXIII.	PERCENT OF RESPONDENTS WHO THINK ADEQUATE EQUIPMENT IS AVAILABLE FOR PHYSICAL EDUCATION CLASSES . . . . .	46
XXIV.	PERCENT OF RESPONDENTS WHO FEEL STATE COLLEGE SHOULD FURNISH THE LISTED ITEMS OF ATHLETIC EQUIPMENT . . . . .	46

## LIST OF FIGURES

Figure	Page
1. Percent of Students who felt Experiences in High School Physical Education were Worth-while . . . . .	21
2. Percent of Respondents Indicating Need for Physical Education . . . . .	22
3. Percent of Respondents Indicating a need for Experiences in Recreational Activities, Physical Fitness Activities and Team Sports . . . . .	24
4. Percent of Respondents who felt They Acquired Skills in Physical Education They could use after Graduation from State College . . . . .	29
5. Percent of Respondents who were given the Opportunity to Elect the Activity to Meet the Requirement in Physical Education at South Dakota State College . . . . .	31
6. Percent of Respondents who feel Physical Education Should be Required at South Dakota State College . . . . .	34

## CHAPTER I

### INTRODUCTION

The attempt to determine student attitudes toward the required physical education program is not a recent development and during the past thirty years student attitude rating scales have been used as an effective teaching tool. The physical educator and school official in establishing curricula are constantly attempting to meet the needs and interests of the individual student. The use of attitude studies in physical education offers insight from those who are either taking or have taken the required physical education program.

What attitudes determine success in physical education? What effect does instruction in physical education have on favorable attitudes? What activities in the physical education curriculum affect attitudes? How much physical education is necessary in a required program? Should academic credit be given for physical education courses? What effect do facilities have on attitudes toward physical education? The foregoing questions are indicative of some of the problems confronting physical educators.

#### Need for the Study

The present study was made in an effort to evaluate the existing required physical education program at South Dakota State College from the viewpoint of the male student. A periodic evaluation of any program is necessary if that program is going to serve its educational purposes. The group that generally has the least to say regarding curriculum is the



group who is forced to take a required program to complete college graduation requirements. The present study sought to determine whether students felt physical education should be required and to determine what values were gained through participation in the program.

### Statement of the Problem

The purpose of this investigation was to determine the attitude of male students at South Dakota State College toward the required physical education program. Through this study the author hoped to ascertain the attitude of the male student toward physical education in respect to the total required program, its value to the student, academic credit, facilities, instruction, educational needs, and the activities most desired by the male student. It was hoped that such a study might help to improve the required program of physical education.

### Limitations of the Study

1. The investigation was limited to a sample of the male students at South Dakota State College.
2. Only students who had taken required physical education at South Dakota State College were included in the study.
3. The study was designed only to determine attitudes toward the required program.

### Significance of the Problem

1. A study of this type provides the college with an opportunity to evaluate the existing program from the viewpoint of the student.

2. The study should be of value to the college in achieving its ultimate goal of meeting the needs and interests of the student.

3. An increased number of physical education activities were added to the service program beginning with the 1958-59 academic year. A more favorable or less favorable attitude toward physical education by any one class might indicate a modification of the present program.

### Definition of Terms

In order to insure a uniform understanding of terminology used in this investigation the terms "attitude" and "required physical education program" have been defined.

#### Attitude

It is generally agreed that the attitude of an individual is influenced by prior experiences. An attitude may differ from one individual to the next depending on the individual's learning.

Doob feels an attitude refers to the structural organization which pre-exists within the individual. This structural organization must be the force which drives people to action. Doob also feels that this pre-existing organization must be broad enough to include the numerous modifications which different environments impose upon human beings and it must be narrow enough to provide a convenient focal point for the subtle differences that exist among people.<sup>1</sup>

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<sup>1</sup>Leonard W. Doob, Propaganda, p. 29, Henry Holt and Company: New York, 1935.

Smith, Bruner, and White in defining attitude had this to say:

An attitude is defined as a predisposition to experience a class of objects in certain ways, with characteristic affect; to be motivated by this class of objects in characteristic ways; and to act with respect to these objects in a characteristic fashion. In brief, an attitude is a predisposition to experience, to be motivated by, and to act toward, a class of objects in a predictable manner.<sup>2</sup>

Warren states, "an attitude is simply another name for certain well grounded habits in individuals. The make-up of the nervous system as modified by past learning determines how the individual will respond to present stimulation."<sup>3</sup>

An attitude then may be a position, disposition or manner as influenced by learning. From a given point of view an attitude may be either favorable or unfavorable.

#### Required Physical Education Program

For the purpose of this study a required physical education program is a division of instruction in which all students of a class are expected to participate regularly for as long as they are members of that class or level of education, thus fulfilling a graduation requirement.

The term "required physical education program" is often used interchangeably with "service program." These two terms may be considered synonymous when encountered in this investigation.

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<sup>2</sup>Brewster M. Smith, Jerome S. Bruner, and Robert W. White, Opinions and Personality, p. 33, John Wiley and Sons, Inc.: New York, 1956.

<sup>3</sup>Howard C. Warren and Leonard Carmichael, Elements of Human Psychology, p. 317, Houghton Mifflin Company, Boston, 1930.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the evaluation of physical education programs student attitudes have had some influence. During the past thirty years numerous studies of student attitudes have been conducted. Most of the studies have been of the questionnaire type in which students checked likes and dislikes of activities, features of the programs, or certain administrative practices.

Recognizing that physical activity plays an important role in education, schools have for a long time required courses in physical education. From time to time some type of curriculum evaluation is necessary in order for schools to meet the needs of society. The fact that student attitude represents an important aspect of program evaluation is not easily refuted, and the questionnaire type of study represents a practical method in determining the attitude of others.

In an effort to determine student attitude toward required physical education at the University of Minnesota, in 1930, Smith presented a questionnaire to 650 male students. The study showed that 65 percent of the group reported they would not have enrolled in physical education had it not been required. Smith found that 72 percent of the students learned recreational activities they had not known before, 91 percent felt they enjoyed the program. Some of the most prevalent changes desired by the group were longer physical education periods, more opportunity to elect activities, and better coaching or instruction.<sup>4</sup>

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<sup>4</sup>W. R. Smith, "A Questionnaire Study in Regards to the Attitude of Men Students Toward the Required Physical Education Program", Research Quarterly, vol. 4, 246-248, American Association for Health, Physical Education and Recreation: Washington, D. C., March 1933.

George, in a survey of the attitudes of selected male students toward physical education and recreation activities at the University of Oregon, was able to show that the student selection of an activity to meet the physical education requirement depended on previous experience with a game of skill, the desire to learn new skills, and time conflicts with academic schedules. Although one-third of the 131 subjects were dissatisfied with one or more of the grades they received, they enjoyed the classes. More than 50 percent of the subjects did not take elective physical education classes because of study, lack of time or employment.<sup>5</sup>

Also at the University of Oregon some 26 years prior to George's study, Bullock and Alden, in determining factors that influence attitudes of freshmen women toward physical education, found that only 9.6 percent indicated their reason for disliking physical education was that it was required. Forty-seven percent of those disliking physical education stated they would elect it, if it was not required. Of the total group studied 77 percent stated they would elect some physical education if it were not required and 69.2 percent of the 192 subjects would take more if they could receive upper division credit.<sup>6</sup>

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<sup>5</sup>Frederick Walter George, A Survey of the Attitudes of Selected Male Students Toward Physical Education and Recreation Activities at the University of Oregon, Unpublished Master of Science Thesis, University of Oregon, Eugene, Oregon, 1958, p. 56-57.

<sup>6</sup>Marquerite Bullock and Florence D. Alden, "Some of the Factors Determining the Attitude of Freshmen Women at the University of Oregon Toward Required Physical Education", Research Quarterly, vol. 4, 60-70, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1933.

Freshmen women at the University of Minnesota in 1932 demonstrated more favorable attitudes toward physical education after participating in a required program than did students who participated in an equal or greater amount of undirected physical activity. Graybeal also noted that students who did not take courses in physical education acquired an increasingly unfavorable attitude toward physical education activities during the first two years of college.<sup>7</sup>

Hunter found strong favorable attitudes toward required physical education as expressed by 142 of the 687 students who answered the questionnaire. Seventy students expressed strong unfavorable attitudes while the attitudes of the remaining students were neither highly favorable nor unfavorable to the required program.<sup>8</sup>

Wiedemann and Howe in a study of undergraduate attitudes and interest with regard to physical education at Wellesley College indicated a favorable attitude toward a requirement in physical education.<sup>9</sup> Kane and Hodgeon, using the interview technique, found that only 25 percent of the subjects favored the required program while 75 percent favored an elective

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<sup>7</sup>Elizabeth Graybeal, "Measurement of Attitudes in Physical Education for Women", Research Quarterly, vol. 7, 60, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1936.

<sup>8</sup>Samie Rushing Hunter, Attitude of Women Students Toward Physical Education, Unpublished Doctor of Education Dissertation, University of Florida, Gainesville, Florida, 1955.

<sup>9</sup>Inge von Lewinski Wiedemann and Eugene C. Howe, "Undergraduate Attitude and Interests with Regard to Physical Education Activities at Wellesley College", Research Quarterly, vol. 1, 15-32, American Association for Health, Physical Education and Recreation: Washington, D. C., March, 1937.



program.<sup>10</sup>

In a study, conducted by Bell and Walters at the University of Michigan, all the freshmen who were taking required physical education and all the seniors who had taken required physical education were given a group of questions concerning the required program and the outside physical activities frequently participated in by students. The freshmen, who had physical education in high school, had a better attitude toward physical education as an activity course than freshmen who had no physical education in high school. They also showed more favorable attitudes than seniors who had physical education in high school. Also, it was indicated a greater percentage of freshmen than seniors thought the University was accomplishing its objectives. The authors indicated there seemed to be a significant relationship between: (1) Attitude and the extent to which the student enjoyed physical education classes and (2) the extent to which the instructors are interested in the student as an individual and the extent to which the student enjoyed physical education classes.<sup>11</sup>

At the University of Illinois, in 1957, Litster's findings contradict those of Bell and Walters in that Litster found practically no difference in attitude between groups divided on the basis of previous

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<sup>10</sup> Isabel B. Kane and Pauline Hodgson, "A Study of Factors Influencing Participation of College Women in an Elective Program of Physical Education", Research Quarterly, vol. 10, 57-65, American Association for Health, Physical Education and Recreation, Washington, D. C., March, 1939.

<sup>11</sup> Margaret Bell and Etta Walters, "Attitude of Women at the University of Michigan Toward Physical Education", Research Quarterly, vol. 24, 379-385, American Association for Health, Physical Education and Recreation, Washington, D. C., December, 1953.

physical education experience. Students at the University of Illinois favored required physical education and the giving of academic credit for service courses. They also rated service courses well above average in comparison to other courses. Skills learned in service courses were used by a low percentage of students outside of class.<sup>12</sup>

Attitudes toward physical education activity were very favorable in a study by Broer, Fox, and Way at the University of Washington in 1955. A high percentage of the 1149 subjects agreed that physical education activity classes contribute to social development, and mental and physical health of the individual. Students in swimming and tennis seemed to have a more favorable attitude than average, while those in archery a less favorable attitude.<sup>13</sup>

Similar findings by Moore indicated a highly favorable attitude toward physical activity as a means of recreation. However, the average amount of time spent in physical activity was low, with approximately 50 percent of the subjects spending less time than four hours per week. The main reasons for not spending more time on physical activity were lack of time owing to study, lack of companions, and outside work.<sup>14</sup>

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<sup>12</sup> John R. Litster, Attitude of University of Illinois Students Toward Physical Education, Unpublished Master of Science Thesis, University of Illinois, Urbana, Illinois, 1957.

<sup>13</sup> Marion R. Broer, Katharine S. Fox, and Eunice Way, "Attitude of University of Washington Women Students Toward Physical Education Activity", Research Quarterly, vol. 26, 379-384, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1955.

<sup>14</sup> Beverly Young Moore, "The Attitude of College Women Toward Physical Activity as a Means of Recreation", Research Quarterly, vol. 12, 720-725, American Association for Health, Physical Education and Recreation: Washington, D. C., December, 1941.



Green conducted a study of attitudes toward physical education in relationship to motor fitness and mental health and found that in the total group of students a favorable attitude was held toward physical education. Sophomores, as a group, had the most favorable attitude toward physical education while the juniors were next. The attitude of the seniors was the most unfavorable toward the required program.<sup>15</sup>

In 1939 Craig was able to deduce from his study that when given a broad and well organized program in sports, the average student will select activities high in carry-over value and that he will enjoy taking those activities. Craig also found, during his investigation, that exercise and the joy of playing are the most important benefits the student felt he had derived from the program.<sup>16</sup> Kane and Hodgson found attitudes similar to those of Craig. Their study indicated the main reason for taking elective physical education was for the "pure enjoyment", while "dislike for physical education" and "lack of interest" were the main reasons for not electing the program.<sup>17</sup>

Newsom administered a questionnaire to 323 junior and senior high school boys in southern California in 1948. This study showed that most annoyances were of a personality and behavior nature. Student attitudes

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<sup>15</sup> Hasell Bell Green, A Study of Attitudes Toward Physical Education in Relationship to Motor Fitness and Mental Health, Unpublished Master of Science Thesis, Southern Methodist University, Dallas, Texas, 1955.

<sup>16</sup> H. W. Craig, "Sports Interests and Attitudes of Students Enrolled in the Service Curriculum in Physical Education at the University of Illinois", Research Quarterly, vol. 10, 143-149, American Association for Health, Physical Education and Recreation: Washington, D. C., May, 1939.

<sup>17</sup> Kane and Hodgson, op. cit., p. 64.

were influenced the most by the personality and behavior of other students and the instructor. Certain other sources of annoyances, such as lack of cleanliness and inadequate facilities could be removed.<sup>18</sup>

In a study by Nelson of the personality and attitude differences associated with the elective substitution of R. O. T. C. for the physical education requirement, it was found that very different attitudes exist toward physical education between the two groups. Students, who substituted reserve officer training corps membership for physical education, showed a much less favorable attitude towards sports competition, games, and athletics than those who did not substitute R. O. T. C. for physical education activities.<sup>19</sup>

Wear, in a study designed to evaluate student attitude toward physical education as an activity course, constructed 120 statements of which 40 were selected through statistical analysis to be put in the final scale. The Wear attitude inventory could possibly have been used in the present study, however; the length, general nature of the questions, and the need for student attitude toward certain specific questions made the inventory undesirable. The content and general pattern of the Wear inventory may be appreciated after reading the following three statements

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<sup>18</sup>Edward Newson, "Specific Annoyance in Relation to Student Attitude in Physical Education Classes", Research Quarterly, vol. 20, 336-346, American Association for Health, Physical Education and Recreation: Washington, D. C., October, 1949.

<sup>19</sup>G. A. Nelson, "Personality and Attitude Differences Associated with the Elective Substitution of Reserve Officers Training Corps for the Physical Education Requirement in High School", Research Quarterly, vol. 19, 1-17, American Association for Health, Physical Education and Recreation: Washington, D. C., May, 1948.

taken from the final scale: 1) If for any reason a few subjects have to be dropped from the school program, physical education should be one of the subjects dropped. 2) Associations in physical education activities give people a better understanding of each other. 3) Physical education activities provide no opportunities for learning to control the emotions. Each of the 40 responses were scaled so that individuals indicated whether they agreed strongly, agreed, were undecided, disagreed, or strongly disagreed. Statements were weighted 5,4,3,2,1. About half of the statements were worded negatively and were scaled 1,2,3,4,5. Wear believed that this 40 statement questionnaire would give a valid evaluation of attitude toward physical education when given to college men.<sup>20</sup>

The foregoing related studies are similar in many ways to the present study. An attempt to secure student attitudes toward a required program, and the opinion as to values gained through participation in a physical education program, are two areas on which the related studies as well as the present study concentrated. The feeling toward giving academic credit for physical education and opinions with regard to administrative policies are other areas of concern in studies of this type.

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<sup>20</sup>Carlos L. Wear, "The Evaluation of Attitude Toward Physical Education as an Activity Course", Research Quarterly, vol. 22, 114-126, American Association for Health, Physical Education and Recreation: Washington, D. C., March, 1951.

## CHAPTER III

### COLLECTING THE DATA

The descriptive method of research was used in this study. A questionnaire was constructed, and it was either delivered by the investigator or it was mailed to the subjects taking part in the study.

#### Development of the Questionnaire

Prior to the actual construction of the questionnaire the investigator spent considerable time in the study of techniques of questionnaire construction. The information gained from this study and the suggested procedures for question construction were utilized in each question used in the final questionnaire. Questionnaires used in similar studies offered ideas that aided in the formation of some questions used in the present study.

After a draft of the questionnaire was prepared it was submitted to a jury of educators at South Dakota State College in the Education and Physical Education Departments. This jury was asked to delete, make corrections, and other comments concerning any area of the questionnaire that was not clear or important to the study. The comments and recommendations made by the jury were evaluated and incorporated into the final questionnaire.

A letter of transmittal, indicating the sponsorship of the study by the Physical Education Department, was attached to each questionnaire before the instrument was made available to the subjects drawn for the study.

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### Selection of the Sample

In the drawing of the sample for this study every effort was made to insure that each individual in the sample had taken a minimum of one quarter of required physical education at South Dakota State College. With the aid of the IBM machine, the sample was drawn from the 1959 spring quarter registration permits. Veterans, who may take physical education on an elective basis, and spring quarter transfer students were excluded from the sample. Following the elimination of veterans and spring quarter transfer students the remaining sample was taken to the admissions and records office where each individual's record was checked to insure that every individual had taken a minimum of one quarter of required physical education.

From the remaining sample a stratified random sample was drawn. The names of 560 individuals equally divided among the four classes were drawn. The procedure used in determining the distribution of the 140 subjects in each class into the divisions of Pharmacy, Engineering, Agriculture, and Science and Applied Arts, was to take the number of subjects available for sampling in each class and divide this figure into the number available in each division. The percentage obtained was multiplied times the desired class sample of 140 to determine the number of names to be drawn from a particular division. The divisions of Home Economics, Nursing, and General Registration were omitted from the study due to the lack of a sufficient number of individuals at each class level.

The manner used in the drawing of subjects from each division depended on the number wanted for sampling and the number available for

sampling. In some instances the IBM machine was set to select every other card and in other instances to select every third card in order to secure a random sample over the entire remaining sample. In situations where the desired number of names were not drawn using this procedure a table of random numbers was utilized in the drawing of the remaining sample. A number was selected by chance from the table of random numbers. This number indicated the next card and succeeding cards to be drawn until the necessary sample was available.

## CHAPTER IV

## PRESENTATION OF RESULTS

## Number Studied and Percent of Replies

Table I reveals the number of questionnaires sent out and returned as well as the percentage of questionnaires returned both by class and by division.

**TABLE I. NUMBER OF QUESTIONNAIRES SENT OUT, NUMBER OF QUESTIONNAIRES RETURNED AND PERCENTAGE OF RETURNS**

<u>Group</u>	<u>Number Sent Out</u>	<u>Number Returned</u>	<u>Percent Returned</u>
<b>Freshmen Class</b>	140	133	95.0
Pharmacy Div.	12	12	100.0
Science & Applied Arts Div.	26	24	92.3
Engineering Div.	54	50	92.6
Agriculture Div.	48	47	97.4
<b>Sophomore Class</b>	140	128	91.4
Pharmacy Div.	12	11	91.7
Science & Applied Arts Div.	30	27	90.0
Engineering Div.	51	48	94.1
Agriculture Div.	47	42	89.4
<b>Junior Class</b>	140	132	94.3
Pharmacy Div.	9	9	100.0
Science & Applied Arts Div.	34	34	100.0
Engineering Div.	53	49	92.5
Agriculture Div.	44	40	90.9
<b>Senior Class</b>	140	131	93.6
Pharmacy Div.	20	15	75.0
Science & Applied Arts Div.	28	27	96.4
Engineering Div.	48	47	97.9
Agriculture Div.	44	42	95.5

Five hundred twenty-four questionnaires were returned of the 560 sent out for an over-all percentage of 93.57 percent. The freshmen class had the best percentage of returned questionnaires by returning 133 of 140 for a percentage of 95.

### High School Background

In an effort to determine the background in physical education of the respondents, certain questions were asked regarding their high school experiences and the worthwhileness of those experiences.

Table II reveals the percent of students having had physical education in high school and the percent having no physical education in high school.

TABLE II. PERCENT OF STUDENTS WHO TOOK PHYSICAL EDUCATION IN HIGH SCHOOL

Group	Had	No
	Physical Education in High School	Physical Education in High School
	Percent	Percent
Total Sample	70	30
Freshmen Class	71	29
Sophomore Class	72	28
Junior Class	65	35
Senior Class	71	29
Pharmacy Div.	77	23
Science & Applied Arts Div.	66	34
Engineering Div.	73	27
Agriculture Div.	67	33

The sophomore class with 72 percent of the subjects answering they had physical education led the other three classes in this area. Sixty-five percent of the 129 juniors, which was the lowest percentage of the four classes, indicated they had physical education in high school.



Of the four divisions included in the study, the Division of Pharmacy shows 77 percent of the subjects having had physical education in high school, while the Division of Engineering indicated 73 percent, Agriculture 67 percent, and the Division of Science and Applied Arts 66 percent.

Of the 514 total respondents 70 percent did have physical education in high school. The four classes and the four divisions are not separated by more than 12 percentage points which tends to indicate similar backgrounds in physical education.

Table III depicts the percentage by class and division, as well as by total sample, of those who took physical education 1, 2, 3 or 4 years in high school.

**TABLE III. PERCENT OF RESPONDENTS WHO TOOK PHYSICAL EDUCATION 1, 2, 3 OR 4 YEARS IN HIGH SCHOOL**

Group	Year - 1 Percent	2 Percent	3 Percent	4 Percent
Total having P.E. in H.S.	19	36	12	33
Freshmen Class	15	38	13	34
Sophomore Class	25	33	15	27
Junior Class	17	37	14	32
Senior Class	18	37	8	37
Pharmacy Div.	14	43	5	38
Science & Applied Arts Div.	17	39	21	23
Engineering Div.	21	37	14	28
Agriculture Div.	19	31	7	43

Thirty-six percent of the total sample took physical education two years in high school, 33 percent took it four years, 19 percent one year, and 12 percent three years.

The percentage of respondents indicating two years as the number of years in which they participated in high school physical education shows greater percentages. This was true in all cases by class and division except in the senior class and the Agriculture Division. In these two groups equal or greater percentages were shown in the four year program. Those respondents indicating three years record consistently lower percentages in all situations, except the Science and Applied Arts Division, where 17 percent indicated one year of experience in high school physical education as compared to 21 percent of those indicating the three year program.

From these students who had physical education in high school, 82 percent participated in a required program. As illustrated in table IV the required program dominates the high school physical education curriculum. The freshmen as a group showed the lowest percentage (75 percent) participating in a required program and the juniors the highest percent (88 percent).

**TABLE IV. PERCENT OF RESPONDENTS WHO INDICATED THEY HAVE PARTICIPATED IN THE ELECTIVE OR IN THE REQUIRED PHYSICAL EDUCATION PROGRAM**

Group	Indicated an Elective Physical Education Program in High School	Indicated a Required Physical Education Program in High School
	Percent	Percent
Total Sample	18	82
Freshmen Class	25	75
Sophomore Class	17	83
Junior Class	12	88
Senior Class	16	84

Referring to table V it may be seen that the percentage of respondents who have taken the two year program is the largest, while those who took it for three years are the fewest. The respondents having been subjected to the three year program had the lower percentages with the junior and senior classes showing 11 percent.

**TABLE V. PERCENT OF RESPONDENTS INDICATING THAT REQUIRED PHYSICAL EDUCATION WAS TAKEN 1, 2, 3 OR 4 YEARS IN HIGH SCHOOL**

<u>Group</u>	<u>Year</u>	<u>1</u> <u>Percent</u>	<u>2</u> <u>Percent</u>	<u>3</u> <u>Percent</u>	<u>4</u> <u>Percent</u>
Total Sample		21	44	12	23
Freshmen Class		18	43	15	24
Sophomore Class		24	43	13	20
Junior Class		19	48	11	22
Senior Class		21	42	11	26

Of those students who had high school physical education, 83 percent felt their experiences in high school physical education were worth-while. Figure 1 illustrates these relationships.

The junior class, with 88 percent indicating their high school experiences in physical education were worth-while, also indicated the highest percentage of required high school physical education. The freshmen and senior classes, with the highest percent of "No" answers, record 13 percent feeling their experiences in high school physical education were not worth-while. Nine percent of the freshmen class answered they were "Not Sure" to this question.

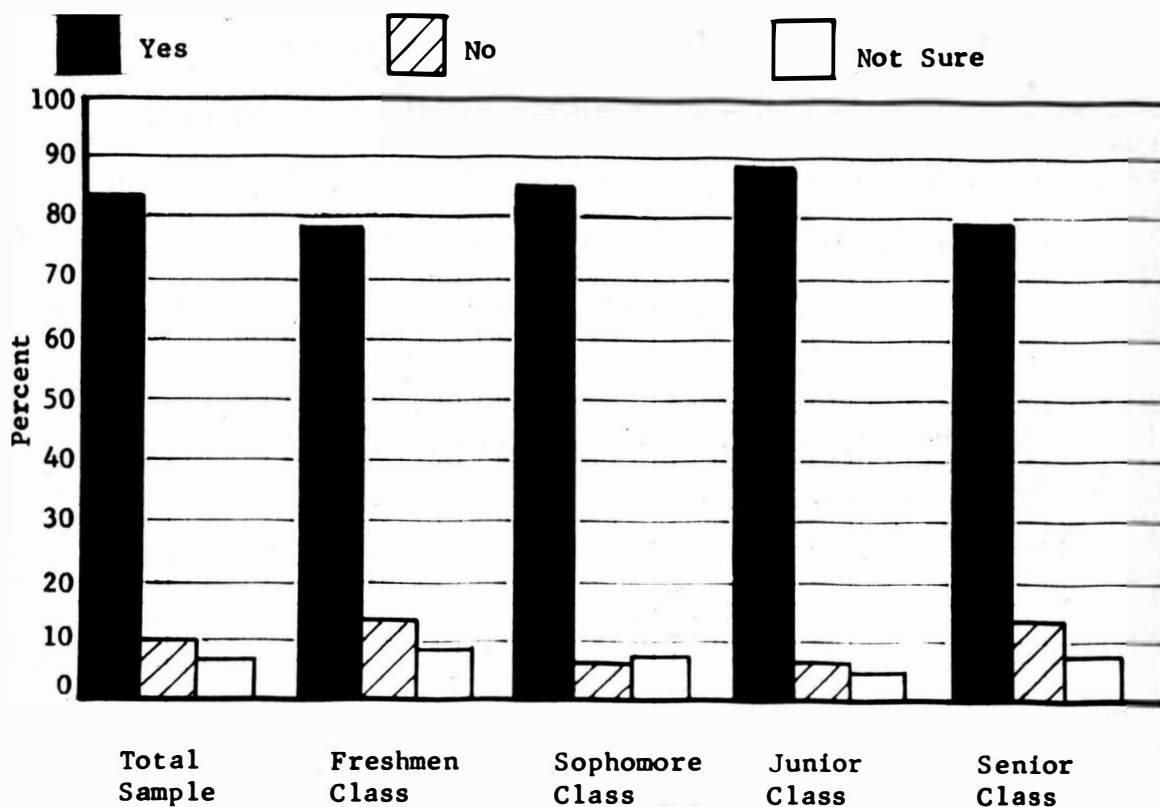


Figure 1. Percent of Students Who Felt Experiences in High School Physical Education were Worth-while

#### Physical Education at South Dakota State College

Eighty-five percent of the total sample felt a need for physical education. This percentage did not vary by more than one or two points from any of the percentages of the eight groups studied, which seems to indicate a consistency of attitude toward a need for physical education. The sophomore class with 15 percent and the Engineering Division with 13 percent answered "No" concerning a need for physical education. The group seemingly the most undecided was the Division of Pharmacy with eight percent so indicating.

Figure 2. presents by total sample, class and division the percent of respondents who indicated a need for physical education.

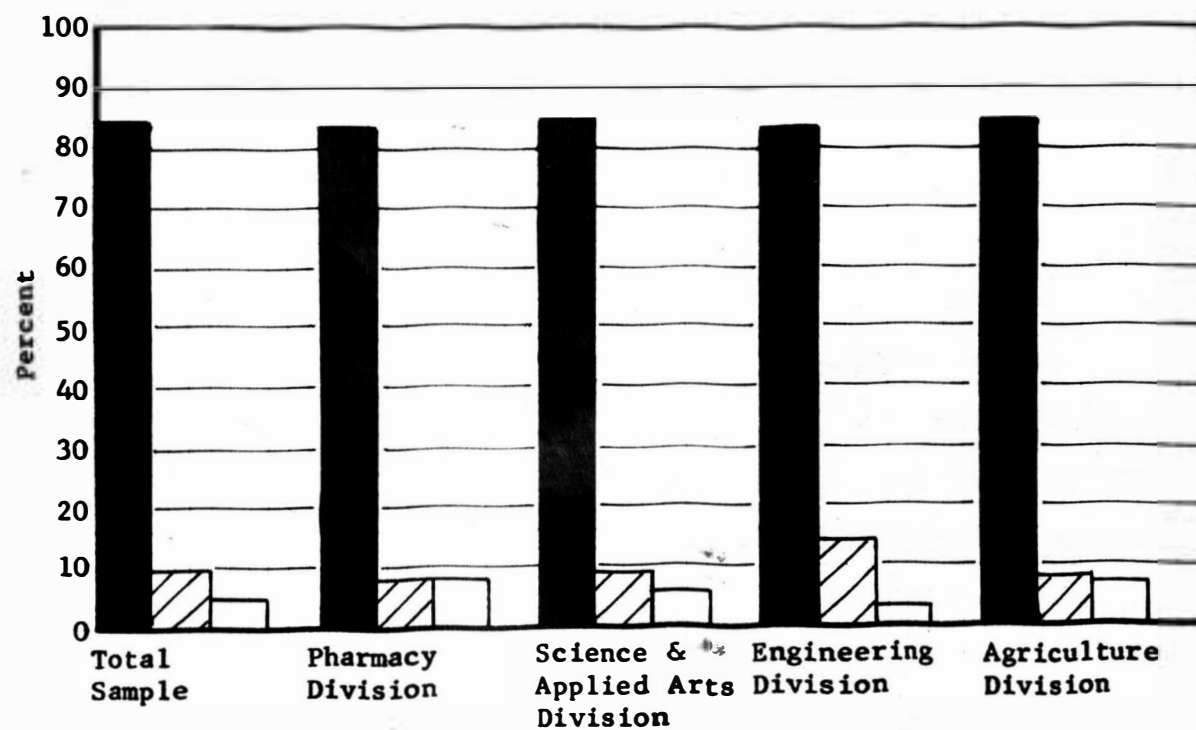
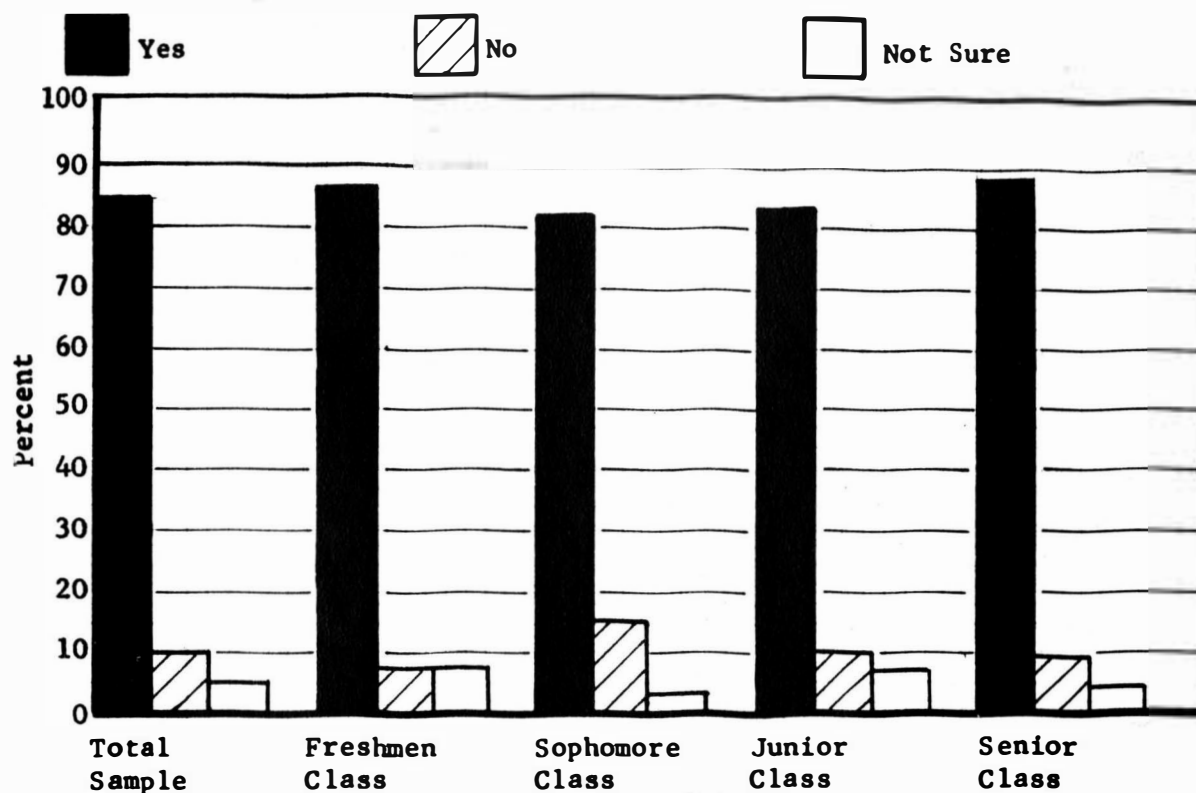


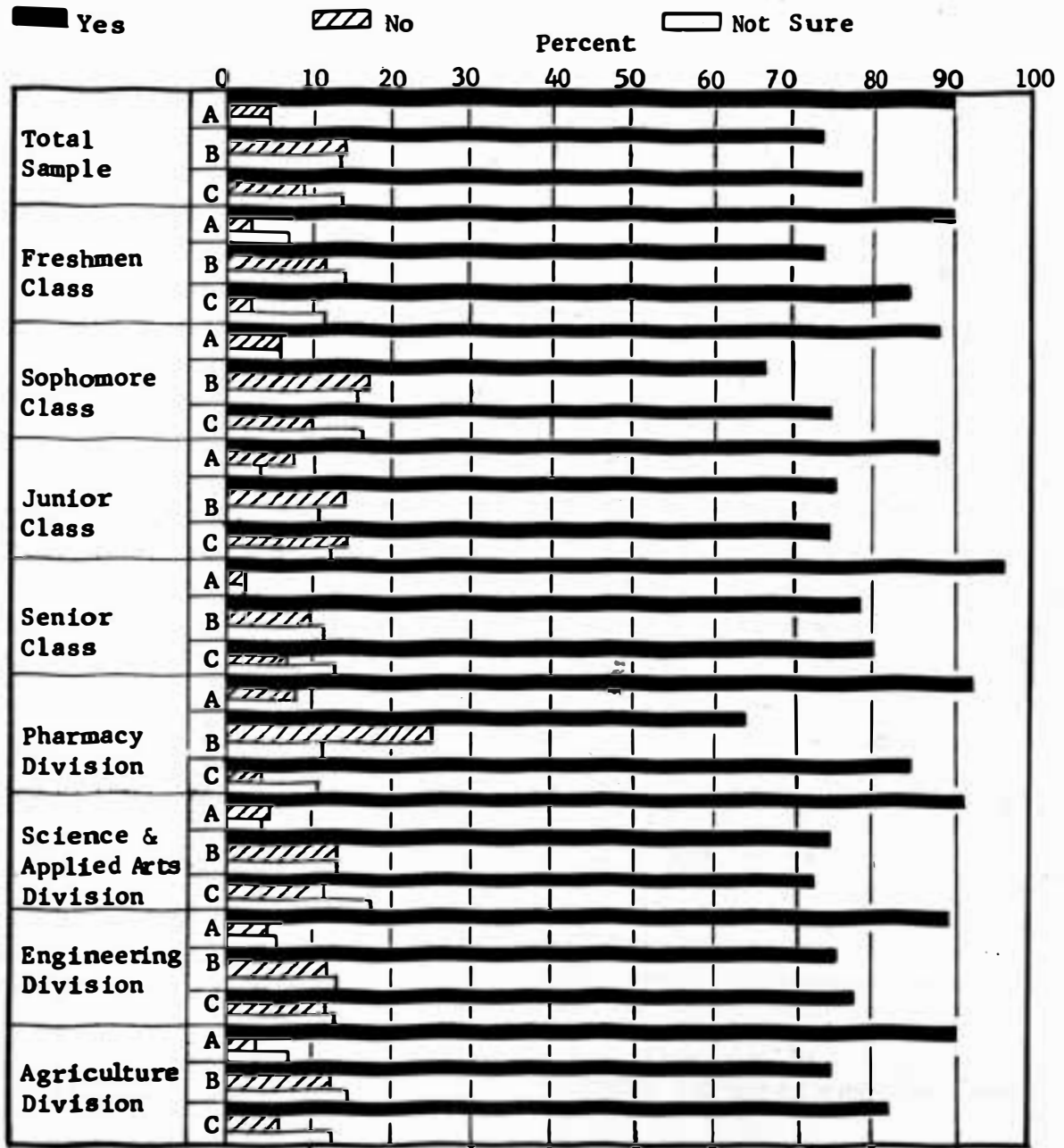
Figure 2. Percent of Respondents Indicating Need for Physical Education

A need for recreational activities as part of a well-rounded education received "Yes" answers from 90 percent of the subjects answering this question. Physical fitness and team sport activities received 73 and 78 percent "Yes" answers respectively. Figure 3 shows the percent of subjects indicating a need for experiences in recreational activities, physical fitness activities, and team sports as part of a well-rounded education.

The group showing the greatest percentage in favor of recreational activities as part of a well-rounded education was the senior class with 96 percent expressing affirmative opinions. Ninety-six percent is four percent higher than the second most favorable group, the Pharmacy Division. The inclusion of recreational activities as part of a well-rounded education received considerably higher percentages over-all than did the votes for physical fitness activities and team sports.

The number of respondents either answering "No" or "Not Sure" to include recreational activities as part of a well-rounded education was small, resulting in very low percentages in these two areas. "No" or "Not Sure" responses did not exceed eight percent in any of the eight groups.

Of the 516 subjects indicating whether they thought physical fitness activities should be included in a well-rounded education, 73 percent voted "Yes" while 14 percent answered "No" and 13 percent were undecided or "Not Sure". The Pharmacy Division with 64 percent voting "Yes" and the sophomore class with 67 percent voting "Yes" were the two groups showing the least favorable attitude. The Pharmacy Division also registered the largest percentage of "No" responses to the question with 25 percent of their total vote.



**Figure 3. Percent of Respondents Indicating a Need for Experience in Recreational Activities, Physical Fitness Activities and Team Sports**

- A - Recreational Activities  
 B - Physical Fitness Activities  
 C - Team Sports

The inclusion of experience in team sports as part of a well-rounded education received 78 percent "Yes" votes of the 515 subjects who cast their opinion, while nine percent of this total answered "No" and 13 percent answered "Not Sure". The freshmen class and Pharmacy Division registered 85 percent in favor of experiences in team sports. The Agriculture Division had 82 percent of "Yes" answers. Percentages indicate the eight groups were uncertain in their opinion as to the value of team sports. This point takes meaning when it is noticed that 13 percent of the total sample answered "Not Sure" and nine percent answered "No" to this particular question.

There were 519 responses to the question of South Dakota State College being responsible for providing students with the opportunity for learning recreational activities, physical fitness activities or team sports. From this sample 73 percent felt this was the college's responsibility while nine percent said "No" and 18 percent answered "Not Sure".

Table VI illustrates the percent of respondents who felt it the responsibility of South Dakota State College to provide opportunities for participation in recreational activities, physical fitness activities and team sports.

Eighty-one percent of the senior class indicated that they were in favor of the college shouldering the responsibility for providing opportunities for participation in recreational activities, physical fitness activities and team sports. The Science and Applied Arts Division was next with 78 percent voting in favor of the college shouldering this responsibility. The Agriculture Division registered the smallest percent with 69 percent having this feeling.



**TABLE VI. PERCENT OF RESPONDENTS WHO FEEL IT IS THE RESPONSIBILITY OF SOUTH DAKOTA STATE COLLEGE TO PROVIDE OPPORTUNITIES FOR PARTICIPATION IN RECREATIONAL ACTIVITIES, PHYSICAL FITNESS ACTIVITIES AND TEAM SPORTS**

	Who Thought Yes	Who Thought No	Who Were Not Sure
<u>GROUP</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Total Sample	73	9	18
Freshmen Class	70	6	24
Sophomore Class	71	12	17
Junior Class	71	10	19
Senior Class	81	9	10
Pharmacy Div.	76	6	18
Science & Applied Arts Div.	78	11	11
Engineering Div.	73	8	19
Agriculture Div.	69	11	20

The sophomore class recorded the greatest percentage of negative votes to this question. The freshmen class with 24 percent answering "Not Sure" were the most undecided of the eight groups as to whether the college should have the responsibility as outlined.

In determining the attitude of the students concerning the influence of their high school physical education on their experiences in physical education at South Dakota State College, enjoyment factors were used. Table VII depicts the influence of these factors.

From the total sample, 52 percent of the respondents felt high school experience in physical education made no difference on physical education at State College while 45 percent felt it was more enjoyable and three percent felt it was less enjoyable. The senior class voted the largest percentage (59 percent), having the feeling that high school experiences made no difference in attitude toward physical education at

**TABLE VII. PERCENT OF RESPONDENTS WHO FELT THE INFLUENCE OF HIGH SCHOOL PHYSICAL EDUCATION ON PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE**

	More Enjoyable	Less Enjoyable	Made No Difference
<u>Group</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Total Sample	45	3	52
Freshmen Class	47	6	47
Sophomore Class	46	1	53
Junior Class	49	2	49
Senior Class	37	4	59

South Dakota State College. The seniors were the least certain that physical education was made more enjoyable as a result of high school experience. Percentages indicating a less enjoyable feeling as a result of high school experience were consistently low in the four classes and the total sample. The freshmen class registered six percent in this area to have the highest percentage recorded.

In answering the question concerning the benefits derived from physical education, the subjects indicated they benefited the most socially from taking physical education at State College. Benefiting socially recorded 70 percent of the total votes while benefiting physically, the second highest percentage area, recorded 55 percent. Table VIII reveals the percent of respondents who felt they benefited physically, socially, emotionally, mentally and morally.

Subjects in considering the moral benefits of taking physical education recorded a considerably less favorable attitude toward this

factor. Those subjects who felt they did not benefit morally registered 42 percent of the 516 subjects who registered their opinion, while 32 percent were undecided or "Not Sure".

**TABLE VIII. PERCENT OF RESPONDENTS WHO FELT THEY BENEFITED PHYSICALLY, SOCIALLY, EMOTIONALLY, MENTALLY AND MORALLY THROUGH TAKING PHYSICAL EDUCATION AT STATE COLLEGE**

	Felt They Benefited	Felt They Did Not Benefit	Felt They Were Not Sure
	Percent	Percent	Percent
Physically	55	30	15
Socially	70	16	14
Emotionally	36	35	29
Mentally	48	28	25
Morally	26	42	32

Students feeling they benefited mentally from taking physical education at State College registered 48 percent of the responses to this question, 28 percent felt they did not benefit, and 25 percent felt they were "Not Sure". These individuals, who recorded votes toward emotional benefits from taking physical education at State College, were nearly equally divided between those who felt they benefited, those who felt they did not, and those who were "Not Sure".

Figure 4 illustrates the percent of respondents that felt they acquired skills in physical education usable after graduation from State College.

The freshmen class as a group showed 83 percent feeling they had acquired skills in physical education which they can use in recreational

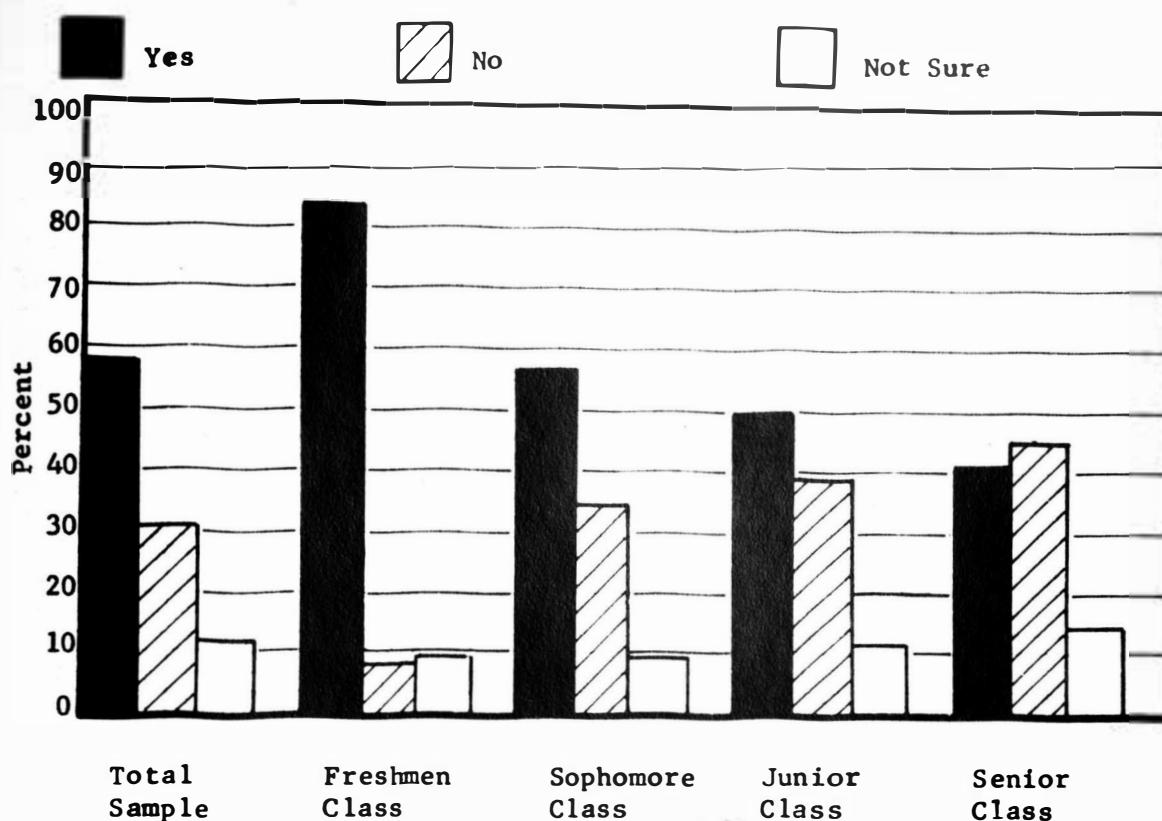


Figure 4. Percent of Respondents Who Felt They Acquired Skills in Physical Education They could use after Graduation from State College

activities after leaving the college, eight percent said they did not and nine percent said they were not sure. The senior class with only 41 percent indicating "Yes", is less than half of the percentage recorded by the freshmen class. The sophomore and junior classes, 57 and 50 percent respectively, indicating positive answers to the acquiring of skills, are also somewhat less than the freshmen group. The percentage of "No" answers by the senior class exceed by four percentage points the percentage of "Yes" answers. The senior class also recorded the highest percentage of "Not Sure" answers with 14 percent.

There were 61 percent of 519 respondents who indicated they obtained an outlet for emotional tensions because of participation in

physical education. There were 23 and 16 percent respectively who said "No" and "Not Sure" to this question. Table IX illustrates the percentage relationship in terms of percent of three additional questions.

TABLE IX. PERCENT OF RESPONDENTS INDICATING YES, NO AND NOT SURE TO THE FOLLOWING QUESTIONS

Question	Yes Percent	No Percent	Not Sure Percent
Does physical education provide an outlet for emotional tensions?	61	23	16
Is the opportunity to relax from mental effort through physical education desirable?	75	11	14
Could your time spent in physical education have been more profitably spent?	22	51	27
Did you enjoy physical education at State College?	80	12	8

The opportunity to relax from prolonged mental effort through physical education classes was voted 3 to 1 as being desirable as compared to the combined negative responses and "Not Sure" responses to the same question. Some 51 percent of the students felt they could not spend the time during physical education classes more profitably in some other way, whether it be in study or in extra-curricular activities. There were 80 percent of the students who felt they enjoyed physical education at State College compared to 12 percent who indicated they did not and eight percent not sure.

Having the opportunity to select an activity to meet the physical education requirement may have considerable influence on the attitude of

the individual. Figure 5 illustrates the percent of the subjects by class and total sample of those who had the opportunity to select the activity to participate in meeting the physical education requirement at South Dakota State College.

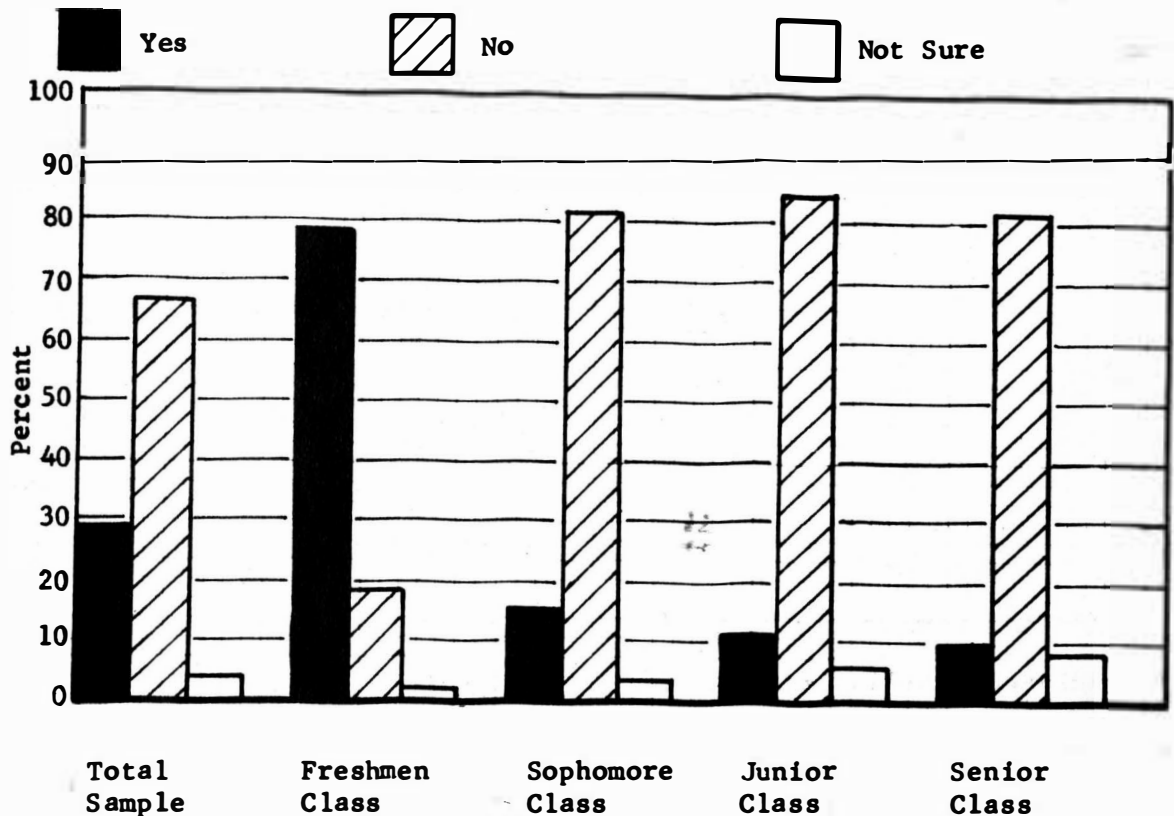


Figure 5. Percent of Respondents Who were given the Opportunity to Elect the Activity to Meet the Requirement in Physical Education at South Dakota State College

The expansion of the required physical education program in providing the opportunity to select one of 17 activities and the scheduling of one of 27 sections in physical education may readily be seen in figure 5. The freshmen class recorded 79 percent of the 130 respondents as having the opportunity to select the activity of their choice. This percentage exceeds a 2 to 1 ratio of the combined "Yes" answers of the other three

classes. Of the total, 29 percent stated that they had a chance to elect an activity, 67 percent answered "No", and four percent answered "Not Sure".

### Selection of Activities

One of the questions in the questionnaire requested the subject to list in order, from 1 to 10 in order of preference, the ten activities he would select to participate in if given the opportunity. There were 19 different physical education activities to select from and provision made for listing any other activity of individual choice. Some of the activities added were boxing, fencing, ice hockey, skiing and baseball. These added personal choices were scattered throughout the sample and consequently were not included in the results. Table X reveals the total points received by each activity as voted by the respondents.

TABLE X. POINTS AND RANK RECEIVED BY EACH ACTIVITY

<u>Activity</u>	<u>Points</u>	<u>Rank</u>
Swimming	3588	1st
Tennis	2810	2nd
Basketball	2803	3rd
Bowling	2689	4th
Archery	2474	5th
Golf	2420	6th
Softball	1990	7th
Volleyball	1675	8th
Touch Football	1351	9th
Weight Training	1048	10th
Badminton	1007	11th
Trampoline	988	12th
Track & Field	958	13th
Wrestling	877	14th
Gymnastics	603	15th
Handball	474	16th
Tumbling	406	17th
Soccer	403	18th
Speedball	165	19th

The total points received by each activity was determined by awarding a given number of points for each place vote. First place votes were awarded 10 points, second place votes nine points, third place votes eight points and so on for the ten choices made by each individual. The total points received by each activity determined the ranking of the activity.

Within the six activities receiving the greater number of points, five are activities of a recreational nature and generally classified as individual sports. Basketball is the only team sport receiving the necessary points to place among the top six activities as determined by the subjects taking part in the study.

#### Academic Credit

The total sample indicated 79 percent in favor of having physical education required at South Dakota State College. There were 13 percent of the 518 respondents who answered "No" to this question and seven percent who indicated they were "Not Sure". Figure 6 points out the percent of respondents by class, division and total sample who were favorable toward having physical education required at State College.

The sophomore class and the Divisions of Pharmacy and Engineering registered 82 percent in favor of having required physical education at State College. The junior and senior classes were only one percent below, with 81 percent in favor of a required program. The greatest percentage of negative responses was recorded by the freshmen class with 17 percent. There were no more than six percentage points separating the largest group of negative responses from the smallest group of negative responses. The group showing the largest percentage of uncertainty toward a required



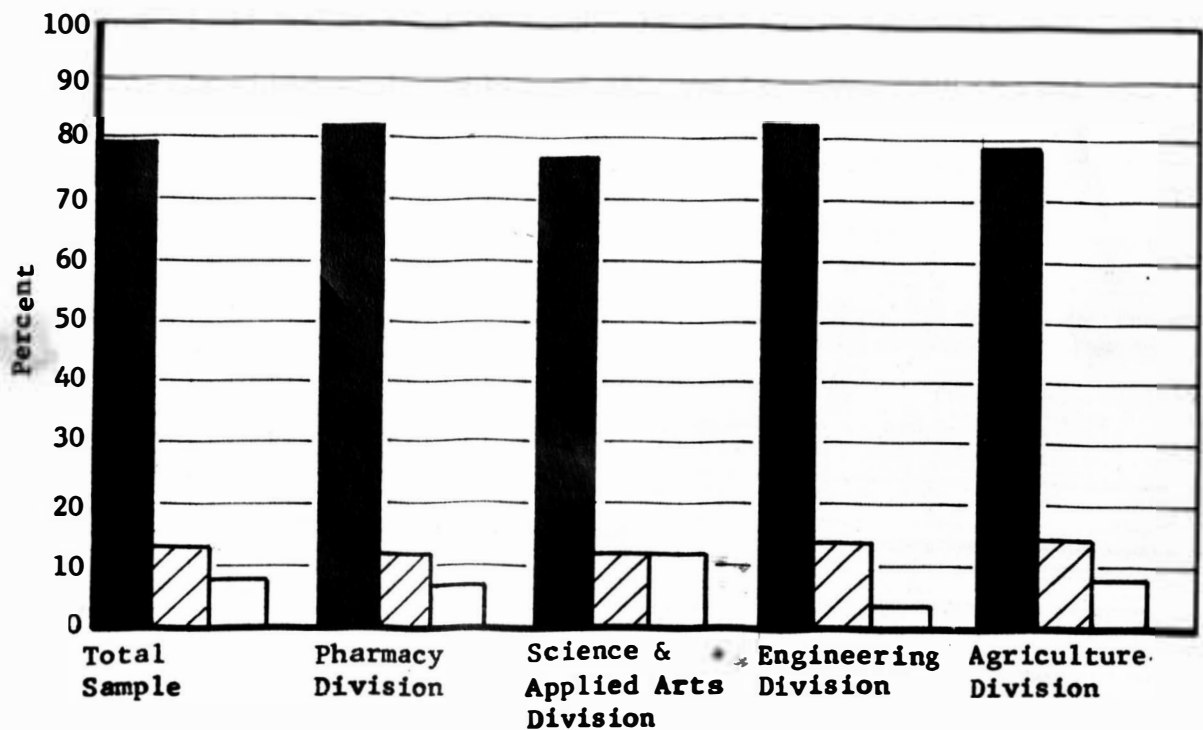
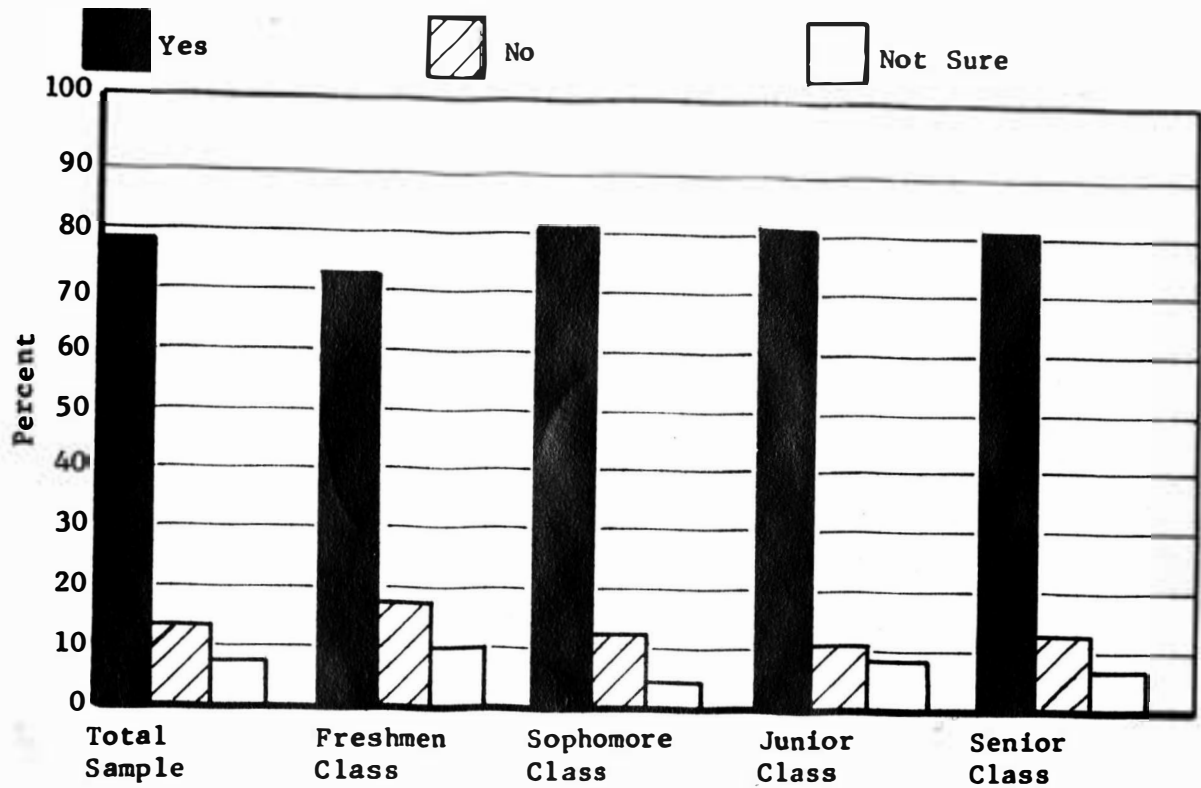


Figure 6. Percent of Respondents Who Feel Physical Education should be Required at South Dakota State College

physical education program at State College was registered by the Science and Applied Arts Division.

In determining the attitude of the students as to number of quarters physical education should be required, 1 to 12 quarters were listed. Table XI illustrates the distribution of their answers on a percentage basis.

TABLE XI. PERCENT OF RESPONDENTS WHO INDICATED A PREFERENCE FOR A CERTAIN NUMBER OF QUARTERS OF PHYSICAL EDUCATION IN COLLEGE

Group	Quarters	1	2	3	4	5	6	7	8	9	10	11	12
		Percent											
Total Sample		1	4	54	2	2	26	1	2	2	0	0	6
Freshmen Class		1	2	63	5	1	19	0	2	2	0	0	5
Sophomore Class		0	5	57	0	2	24	1	5	3	0	0	3
Junior Class		1	6	46	2	3	34	2	1	1	0	0	4
Senior Class		1	3	50	3	0	28	0	2	1	0	0	12

The three quarter physical education program received the greatest percentage of favorable votes by each of the four classes. The freshmen class indicated 63 percent for the single academic year of physical education as compared to the sophomore class with 57 percent, the junior class with 46 percent, and the senior class with 50 percent. The over-all sample showed 54 percent for the three academic quarter program.

The two year or six quarter program received the second largest percentage of responses. Some 26 percent of the total sample felt physical education should be taught six quarters. The junior class registered the most votes for a six quarter program (34 percent). Six percent of the total sample felt four academic years of physical education should be taught.

The senior class with 12 percent of their vote led the other three classes in feeling a four year program is necessary.

Required physical education classes meet two hours each week at South Dakota State College. When the subjects in this study were asked if required physical education classes should meet more than two hours each week, 28 percent answered in the affirmative. Sixty percent of the subjects answered "No" and 12 percent were "Not Sure". Table XII shows the attitude toward this question.

**TABLE XII. PERCENT OF RESPONDENTS WHO FEEL PHYSICAL EDUCATION CLASSES SHOULD MEET MORE THAN TWO HOURS EACH WEEK**

<u>Group</u>	<u>Yes</u>	<u>No</u>	<u>Not Sure</u>
	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Total Sample	28	60	12
Freshmen Class	20	64	16
Sophomore Class	28	59	13
Junior Class	33	57	10
Senior Class	29	61	10
Pharmacy Div.	16	68	16
Science & Applied Arts Div.	29	57	14
Engineering Div.	27	60	13
Agriculture Div.	30	61	9

The freshman class indicated the greatest percentage of "No" responses toward having physical education meet more than two hours each week. Following was the senior class with 61 percent showing negative responses.

The Pharmacy Division recorded 68 percent of their numbers against having physical education meet more than two hours each week for the highest percentage of negative responses among the eight groups. The junior class with 33 percent in favor had the highest percentage of "Yes" answers.

From the group that indicated "Yes" responses to having physical

education classes meet more than two hours each week, 57 percent felt classes should meet three hours, 20 percent indicated five hours, and 17 percent indicated four hours. Table XIII reveals the percent of respondents who feel physical education classes should meet 1, 2, 3, 4 and 5 hours weekly.

**TABLE XIII. PERCENT OF RESPONDENTS WHO FEEL PHYSICAL EDUCATION CLASSES SHOULD MEET 1, 2, 3, 4 AND 5 HOURS WEEKLY**

Group	Hours				
	1	2	3	4	5
	Percent				
Total preferring P.E. more than 2 hrs/wk	1	5	57	17	20
Freshmen Class	3	7	63	7	20
Sophomore Class	0	3	67	15	15
Junior Class	2	2	46	25	25
Senior Class	0	7	54	18	21
Pharmacy Div.	0	0	25	50	25
Science & Applied Arts Div.	0	6	68	14	12
Engineering Div.	2	7	53	18	20
Agriculture Div.	0	0	59	14	27

The Science and Applied Arts Division and the sophomore class with 68 and 67 percent respectively had the highest percentages of the eight groups who were favorable toward physical education classes meeting three hours weekly. The Pharmacy Division record 50 percent of their numbers for a four hour weekly program. The Agriculture Division with 27 percent in favor of a five hour weekly program led the other groups for this number of class sessions each week.

If physical education had not been required at State College and

credit given, 49 percent of the 522 respondents indicated they would have taken physical education on an elective basis, 25 percent said they would not, and 26 percent indicated they were "Not Sure". Table XIV points out the percent of respondents who would have taken physical education on an elective basis.

**TABLE XIV. PERCENT OF RESPONDENTS WHO WOULD TAKE PHYSICAL EDUCATION ON AN ELECTIVE BASIS**

	Yes	No	Not Sure
Group	Percent	Percent	Percent
Total Sample	49	25	26
Freshmen Class	53	18	29
Sophomore Class	41	31	28
Junior Class	50	24	26
Senior Class	54	26	20
Pharmacy Div.	39	28	33
Science & Applied Arts Div.	55	23	22
Engineering Div.	52	26	22
Agriculture Div.	46	23	31

The senior and freshmen classes with 54 and 53 percent respectively, indicated the most "Yes" responses while the Pharmacy Division with 39 percent "Yes" answers registered the lowest percentage of the eight groups. The Pharmacy also showed the greatest percentage of "Not Sure" answers to this same question. The sophomore class registered the greatest percentage of "No" answers.

A ratio of better than 3 to 1, of the 514 respondents who answered whether the grade they received in physical education was what they deserved, indicated "Yes" answers. Within the four classes, beginning with the freshmen class, there is a gradual rise of percentage responses in each group toward the feeling that the students did receive the grade they

deserved. Table XV shows the percent of respondents who feel the grade they received in physical education was what they deserved.

**TABLE XV. PERCENT OF SUBJECTS WHO FEEL THE GRADE THEY RECEIVED IN PHYSICAL EDUCATION WAS WHAT THEY DESERVED**

	<del>Yes</del>	No	Not Sure
<u>Group</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Total Sample	76	14	10
Freshmen Class	69	17	14
Sophomore Class	72	20	8
Junior Class	79	11	10
Senior Class	83	9	8
Pharmacy Div.	81	8	11
Science & Applied Arts Div.	78	13	9
Engineering Div.	73	17	10
Agriculture Div.	75	15	10

The freshmen class registered the largest percentage of "Not Sure" answers and the sophomore class the greatest percentage of "No" answers of the eight groups toward the receiving of a deserving grade.

Of the group that felt they did not receive the grade they deserved 88 percent felt their grade was less than what they deserved and 12 percent felt it was more than they deserved. The junior class and Pharmacy Division registered 100 percent of their group as receiving a grade less than they deserved. Table XVI indicates the percent of respondents who felt their grade was more or less than they deserved.

Seven of the groups showed 82 percent or better toward having received less than the grade they deserved. The senior class registered 67 percent. Consequently, 1 out of 3 seniors felt the grade they received was more than they deserved.

**TABLE XVI. PERCENT OF RESPONDENTS WHO FELT THE GRADE THEY RECEIVED IN PHYSICAL EDUCATION WAS MORE OR LESS THAN WHAT THEY DESERVED**

Group	Grade Was More	Grade Was Less
	Percent	Percent
Total Sample	12	88
Freshmen Class	8	92
Sophomore Class	14	86
Junior Class	0	100
Senior Class	33	67
Pharmacy Div.	0	100
Science & Applied Arts Div.	13	87
Engineering Div.	18	82
Agriculture Div.	7	93

Compulsory attendance in physical education classes may have some influence on the attitude of the individual student. One of the questions in the questionnaire was to determine the attitude of the subjects toward the consideration of attendance when deciding the final grade for the student. Table XVII reveals the percent of respondents who felt attendance should be a factor in determining the grade of the student. There were

**TABLE XVII. PERCENT OF RESPONDENTS WHO FEEL ATTENDANCE SHOULD BE CONSIDERED IN DETERMINING THE GRADE FOR THE STUDENT**

Group	Yes	No	Not Sure
	Percent	Percent	Percent
Total Sample	77	13	10
Freshmen Class	72	13	15
Sophomore Class	73	16	11
Junior Class	78	12	10
Senior Class	83	13	4
Pharmacy Div.	68	17	15
Science & Applied Arts Div.	75	18	7
Engineering Div.	85	9	6
Agriculture Div.	72	14	14

512 responses to this question with 77 percent indicating attendance should be a factor, 13 percent answered "No", and 10 percent answered "Not Sure".

The Engineering Division recorded 85 percent in favor of having attendance a factor in determining a student's grade. The Engineering Division also registered the smallest percentage of negative responses with nine percent not in favor of including attendance as a grading factor.

Whether or not State College should give academic credit in physical education may be seen in table XVIII.

**TABLE XVIII. PERCENT OF RESPONDENTS WHO FEEL STATE COLLEGE SHOULD GIVE ACADEMIC CREDIT IN PHYSICAL EDUCATION**

	Yes	No	Not Sure
Group	Percent	Percent	Percent
Total Sample	80	10	10
Freshmen Class	86	8	6
Sophomore Class	80	9	11
Junior Class	76	11	13
Senior Class	77	14	9
Pharmacy Div.	80	7	13
Science & Applied Arts Div.	78	13	9
Engineering Div.	75	14	11
Agriculture Div.	87	5	8

There were 515 responses to the question of State College giving academic credit in physical education. Eighty percent of these responses indicated "Yes", 10 percent "No" and 10 percent "Not Sure". The Agriculture Division and the freshmen class with 87 and 86 percent, respectively, were the groups most in favor of giving academic credit in physical education. The senior class and the Engineering Division each



with 14 percent negative votes did not feel State College should give academic credit in this field.

### Instruction of Physical Education

Table XIX shows the percent of respondents who felt that the instruction of physical education at South Dakota State College was of high quality.

**TABLE XIX. PERCENT OF RESPONDENTS WHO FEEL INSTRUCTION OF PHYSICAL EDUCATION IS OF HIGH QUALITY**

	Yes	No	Not Sure
Group	Percent	Percent	Percent
Total Sample	38	26	36
Freshmen Class	48	14	38
Sophomore Class	36	26	38
Junior Class	36	31	33
Senior Class	32	35	33
Pharmacy Div.	48	26	26
Science & Applied Arts Div.	40	27	33
Engineering Div.	34	28	38
Agriculture Div.	39	25	36

In the freshmen class and Pharmacy Division 48 percent indicated that the instruction of physical education at State College was of high quality. The senior class showed the largest percentage of "No" responses toward this question with 35 percent expressing this feeling. By observing table XIX it may be seen that there was indecision on the part of the subjects concerning the quality of instruction at State College.

Realizing the instructor may influence the attitude of the student, one of the questions in the questionnaire was to check the major criticisms of instructors in physical education at South Dakota State College.

Table XX reveals the percent of respondents to each of six major criticism areas.

TABLE XX. PERCENT OF RESPONDENTS TO MAJOR CRITICISMS OF INSTRUCTORS

Group	Major Criticisms					
	A	B	C	D	E	F
	Percent					
Total Sample	16	19	26	5	9	25
Freshmen Class	12	22	20	9	8	29
Sophomore Class	14	16	27	3	6	34
Junior Class	13	21	29	2	8	25
Senior Class	21	17	28	4	12	18
Pharmacy Div.	16	24	19	7	12	22
Science & Applied Arts Div.	13	17	26	5	10	29
Engineering Div.	15	21	33	5	6	21
Agriculture Div.	19	17	22	4	10	28

A - Lack of Preparation

D - Lack of Knowledge and Subject

B - Lack of Interest in Course

E - Lack of Discipline

C - Poor Method of Instruction

F - Lack of Understanding Students

Of the six major criticisms of instructors 26 percent of the total sample felt "poor method of instruction" was the main criticism while 25 percent felt the "lack of understanding students" was the main criticism. The freshmen and sophomore classes registered 29 and 34 percent, respectively, of their group for the "lack of understanding students". The Science and Applied Arts Division and the Agriculture Division indicated similar attitudes. The junior class, senior class and Engineering Division listed "poor method of instruction" as their major criticism. The Pharmacy Division felt a "lack of interest in course" was the major criticism of the physical education instructors at State College. A "lack of knowledge and subject" and "lack of discipline" were the two criticisms that received the lowest percentages throughout the eight groups.

## Facilities at State College

One of the questions asked the subjects taking part in this investigation concerned the adequacy of physical education facilities at State College. Table XXI reveals the percent of respondents attitudes toward the adequacy of the facilities at State College for physical education.

**TABLE XXI. PERCENT OF RESPONDENTS TOWARD THE ADEQUACY OF FACILITIES FOR PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE**

	Yes	No	Not Sure
<u>Group</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Total Sample	21	66	13
Freshmen Class	19	63	18
Sophomore Class	22	68	18
Junior Class	21	71	8
Senior Class	22	64	14
Pharmacy Div.	17	70	13
Science & Applied Arts Div.	17	73	10
Engineering Div.	21	58	21
Agriculture Div.	23	66	11

There were 66 percent of the total sample who felt the facilities at State College were not adequate for physical education. Approximately one-fifth of the responses to this question indicated facilities were adequate and 13 percent answered they were "Not Sure". Of the four classes the junior class showed the largest percentage of negative responses to this question. The highest negative responses to the question came from the Science and Applied Arts Division with 73 percent registering "No" answers.

There were 512 responses to the question whether the facilities at State College should be expanded so as to offer a broader program in

physical education. Table XXII shows the percent of respondents who felt the facilities at State College should be expanded and improved.

**TABLE XXII. PERCENT OF RESPONDENTS WHO FEEL FACILITIES AT STATE COLLEGE SHOULD BE EXPANDED AND IMPROVED**

Group	Yes	No	Not Sure
	Percent	Percent	Percent
Total Sample	84	6	10
Freshmen Class	81	5	14
Sophomore Class	83	9	8
Junior Class	88	4	8
Senior Class	85	8	7
Pharmacy Div.	87	6	7
Science & Applied Arts Div.	81	7	12
Engineering Div.	84	7	9
Agriculture Div.	86	5	9

Of the total sample 84 percent indicated the facilities at State College should be expanded and improved, six percent answered "No", and 10 percent were "Not Sure". Each of the eight groups registered better than 80 percent "Yes" replies. The freshmen class showed the highest percentage of indecision with 14 percent recording "Not Sure".

#### **Equipment and Physical Education Costumes**

Table XXIII indicates the attitudes of the respondents who think State College provides adequate equipment for physical education classes. By observing table XXIII it may be seen that 48 percent of the total sample felt State College provided adequate equipment for physical education classes. Thirty-five percent indicated a negative opinion and 17 percent were "Not Sure" in their feeling toward this question. The freshmen class had the highest percent of affirmative answers to this question.

**TABLE XXIII. PERCENT OF RESPONDENTS WHO THINK ADEQUATE EQUIPMENT IS AVAILABLE FOR PHYSICAL EDUCATION CLASSES**

Group	Yes	No	Not Sure
	Percent	Percent	Percent
Total Sample	48	35	17
Freshmen Class	56	23	21
Sophomore Class	44	40	16
Junior Class	45	41	14
Senior Class	45	38	17
Pharmacy Div.	40	43	17
Science & Applied Arts Div.	45	36	19
Engineering Div.	49	32	19
Agriculture Div.	50	36	14

The final statement on the questionnaire was a request of the subjects to check the items of equipment that the student thought State College should furnish for physical education classes. Table XXIV indicates the percent of respondents to each item of equipment.

**TABLE XXIV. PERCENT OF RESPONDENTS WHO FEEL STATE COLLEGE SHOULD FURNISH THE LISTED ITEMS OF ATHLETIC EQUIPMENT**

Group	Items					
	A	B	C	D	E	F
	Percent					
Total Sample	4	18	11	13	17	37
Freshmen Class	4	20	8	10	18	40
Sophomore Class	4	15	13	15	17	36
Junior Class	5	18	11	13	17	36
Senior Class	4	19	10	14	18	35
Pharmacy Div.	5	18	9	16	18	34
Science & Applied Arts Div.	3	19	12	13	18	35
Engineering Div.	4	17	10	12	16	41
Agriculture Div.	4	17	11	13	18	37

A - Shoes  
B - Gym Trunks

C - Supporter  
D - Socks

E - T-shirt  
F - Towel

The furnishing of towels by State College received the majority of affirmative votes. Gym trunks and T-shirts were the next items most frequently requested to be furnished.

## CHAPTER V

### INTERPRETATION OF RESULTS

The percent of return of questionnaires was greater than a 9 out of 10 ratio. The percent returned by the freshmen class exceeded that of the other three classes. This was possibly due to the fact that the majority of the freshmen reside in one of the three dormitories where a dropbox was conveniently located for the answered questionnaires.

The percent of those students having experience in high school physical education exceeded slightly a 3 to 1 ratio of those students who indicated no high school background. This 3 to 1 ratio was consistent for both classes and divisions. The greater percentage of these students who had physical education in high school were in a two year program, followed by the four year program and a one year program. The majority of the high school programs were required programs as indicated by 82 percent of those students having high school physical education. The percentage of students in the elective physical education program tended to increase from the junior class through the freshmen class. This information is probably indicative of an increase in elective physical education programs.

A high percentage of the students who experience physical education in high school felt this experience was worth-while. The highest percentage recorded by either of the four classes was by the junior class.

A very positive approach was taken by the subjects toward whether or not they need physical education. The percent of "Yes" responses recorded by the senior class was greater than any of the other

classes or divisions.

The percent of respondents who felt they needed recreational activities as part of a well-rounded education exceeded the percents recorded for physical fitness activities and team sports. The group showing the greater percentage for recreational activities was the senior class. The senior class also indicated the highest percent for physical fitness activities, while the Pharmacy Division led all other groups for team sport activities. The senior class felt most strongly about State College shouldering the responsibility for providing the opportunity for participation in the three activities listed.

High school experience in physical education had very little influence on the attitude toward physical education at State College. The percent of students who felt this experience made no difference in their attitude exceeded the percent who felt college physical education was more enjoyable because of this background training. A very small percentage felt physical education at the college was less enjoyable as a result of high school experience.

In determining whether students felt they benefited physically, mentally, emotionally, socially or morally from taking physical education at State College the highest percent was recorded for having benefited socially. Benefiting physically was rated second followed by benefiting mentally, emotionally and morally in that order.

A high percentage of the freshmen class felt they acquired skills in physical education which they could use after graduation. This feeling was possibly more pronounced in the freshmen class than in the other three classes because of the expanded program that went into effect at the start



of the 1958-59 academic year. The sophomore, junior and senior classes received their required physical education when only five or six different activities were offered each year as compared to the 17 activities presently being scheduled.

The opportunity to relax from mental effort through physical education received "Yes" responses in a ratio of 3 to 1 to the "No" and "Not Sure" answers combined. This would indicate an awareness on the part of the respondents that through physical activity tensions may be released.

A high percentage of the total sample indicated they enjoyed physical education at State College. Of the eight groups the freshmen class showed the highest favorable percentage to this question. A possible reason for more favorable attitudes from the freshmen toward the enjoyment of physical education may again be due to the expanded physical education program. The freshmen class also registered the highest percentage of the four classes who had an opportunity to select an activity to meet the physical education requirement at the college.

Swimming, tennis, basketball, bowling and archery were the first five activities in the order listed, as the activity they would elect if given the opportunity. The fact that swimming has been rated number one points out the need for a swimming program at the college.

Tennis, bowling and archery possibly received their high rating because of leisure time carry-over value after graduation. The desire to learn either of these activities may have influenced the rating they would receive. Basketball, because of the high school program in this area and the intensive intramural program at the college, may have received its position from carry-over alone.

Of the activities rated 1 to 5, basketball is the only team sport while the other four activities are generally classified as individual sports and recreational type activities. The fact that recreational type activities are rated high seems to indicate the student is concerned about activities he can use after graduation.

A favorable percent was recorded by the total sample toward having physical education required at State College. The majority of this group also felt one academic year of physical education was adequate. This information would tend to indicate the present program of required physical education is meeting the needs of the student so far as number of quarters it should be required.

The percentage of students who indicated they would take physical education on an elective basis was nearly equal to the total percentage recorded for "No" and "Not Sure" answers to this question. This percentage points out the need for the inclusion of an elective physical education program in the curriculum at State College.

A highly favorable percentage was recorded by the respondents toward having received the grade they deserved in physical education. It appears from this information the system of grading physical education students is fair and just. A better than 3 to 1 ratio was received for including of attendance in determining the grade of the student.

The giving of academic credit for physical education courses received a high percentage of affirmative responses. This feeling toward physical education indicates students rate physical education courses along with other academic courses needed for graduation.

The two major criticisms of instructors at State College were "poor

method of instruction" and "lack of understanding students".

The percent of negative responses recorded concerning the adequacy of facilities at State College was quite high. The respondents indicated a need for expanding and improving of facilities. This response most likely resulted because of the many activities sections that are on the gymnasium floor during the winter quarter and inclement weather periods.

## CHAPTER VI

### IMPLICATIONS AND CONCLUSIONS

The following implications and conclusions appear to be warranted from this study:

1. College students at South Dakota State College feel a need for physical education activities as part of their education experience. The members of the senior class indicated the most favorable attitude in this regard which would tend to indicate that the more mature the student the more he feels physical education should be part of his educational program.
2. The need for learning skills in recreational type activities is becoming increasingly important to the student. The student is apparently concerned about the wise use of his leisure time and, therefore, is interested in acquiring skills in individual sports which may be used in later life.
3. Experience in high school physical education has very little influence on the attitude toward physical education at State College.
4. Most students feel that they benefit socially, physically, mentally, and emotionally through physical education activities. Very few subjects in the investigation felt that they benefited morally through physical education.
5. Students at South Dakota State College feel that physical education activities provide an outlet for emotions and tensions.
6. Physical education was enjoyed at State College. This would indicate a favorable attitude toward the required physical education program.

7. The fact that a majority of the students would be willing to take physical education on an elective basis further substantiates the favorable attitude toward the existing physical education program.

8. Students at South Dakota State College feel physical education should be required.

9. South Dakota State College students feel that academic credit should be given for physical education courses.

10. It is felt by South Dakota State College students that the grading system for physical education students is fair and just.

11. State College students feel that class attendance should be a factor in determining the grade of physical education students.

12. Critical comments on instruction at South Dakota State College centered on "poor methods of instruction" and on the inability of instructors to "understand students".

13. State College students feel the facilities used for physical education classes are in need of improvement and expansion.

14. Students at South Dakota State College feel a sufficient amount of athletic equipment is available for physical education classes.

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## LETTER OF TRANSMITTAL

Department of Physical Education  
South Dakota State College  
Brookings, South Dakota

Dear Fellow Student:

Under the sponsorship of the Physical Education Department I am conducting a survey of the attitudes of male college students toward required physical education. A random sample has, with the aid of the IMI machines, been drawn from the student body and your name was one of those chosen to participate.

Because this study is of the attitudes toward the required physical education program, and you have taken or are now taking physical education, you are in the best position to answer questions concerning the strong, weak, desirable, and undesirable aspects of the program. The success of the study will depend upon your cooperation in answering and returning the attached questionnaire.

After completing the questionnaire I would appreciate your dropping it into one of the specially provided drop boxes located in the lobby of your dorm. For those not living in a dorm, I will pick them up sometime Thursday, April 30, 1959. If you would like to have me pick up your questionnaire at your home at a particular time please call Myrtle 2-2106.

The code number in the upper right hand corner of the first page of the questionnaire is for clerical purposes only, indicating to me who has returned their questionnaire. If you have any reservations as to how you should answer the questions, you are assured that the information on your questionnaire will remain confidential.

Please answer at your earliest possible convenience. Thank you for your cooperation.

Sincerely yours,

Wloyd V. Sluicer  
Graduate Assistant  
South Dakota State College

Enclosure

# QUESTIONNAIRE

1-3 Code Number \_\_\_\_\_.

## ATTITUDES TOWARD PHYSICAL EDUCATION

Please encircle the class and division in which you are presently enrolled.

4. CLASS: Fr. So. Jr. Sr.

5. DIVISION: Pharmacy, Science and Applied Arts, Engineering, Agriculture

### I. GENERAL INSTRUCTIONS

Answer by either circling the correct work or by filling in the blank provided. "YES" means you agree or favor; "NO" means you disagree or oppose; and "NS" (Not Sure) means you are definitely neutral or undecided.

NOTE: In this questionnaire the term "physical education" refers to activities conducted as part of the school curriculum, and not to participation in varsity athletics or intramural sports.

### II. HIGH SCHOOL BACKGROUND

6-9. Name of High School Attended \_\_\_\_\_.

Location of High School \_\_\_\_\_.

10-13. Size of High School \_\_\_\_\_.

14. Did you have physical education in high school? YES NO

15. If your answer to #14 is yes, how many years? \_\_\_\_\_

16. Was the program elective or required? \_\_\_\_\_

17. If the program was required, how many years? \_\_\_\_\_

18. Do you feel your experience in high school physical education was worth while? (Answer only if you had high school physical education.) YES NS NO

### III. PHYSICAL EDUCATION AT SOUTH DAKOTA STATE COLLEGE

19. Do you think you need physical education? YES NS NO

20-22. Do you think you need, as a part of a well rounded education, experience in:

1. Recreational activities YES NS NO

- |                                |     |    |    |
|--------------------------------|-----|----|----|
| 2. Physical fitness activities | YES | NS | NO |
| 3. Team sports                 | YES | NS | NO |

23. Is it the responsibility of State College to provide opportunities for activities such as those listed in 20-22 above? YES NS NO

24. Do you think taking physical education in high school made physical education at State College: (Answer only if you had high school physical education.)

MORE ENJOYABLE  
LESS ENJOYABLE  
MADE NO DIFFERENCE

25-29. Do you feel you benefited in any of the following ways by taking physical education at State College?

- |   |     |    |    |
|---|-----|----|----|
| 1. Physically - development of the body, physical being.    | YES | NS | NO |
| 2. Socially - ability to get along, make new friends.       | YES | NS | NO |
| 3. Emotionally - learn to control temper, control feelings. | YES | NS | NO |
| 4. Mentally - mental alertness, helps you to work better.   | YES | NS | NO |
| 5. Morally - ethical thoughts, words and actions.           | YES | NS | NO |

30. Did you acquire skills in physical education that you can use in a recreational activity after leaving State College? YES NS NO

31. Do you feel you obtain an outlet for emotional tensions and thus are able to relax physically and mentally more thoroughly because of physical education? YES NS NO

32. Do you feel that the opportunity to relax from prolonged mental effort through physical education classes is desirable? YES NS NO

33. Do you feel your time in physical education could have been spent more profitably in other college activities, whether it be in study or in extracurricular activities? YES NS NO

34. Did you or do you enjoy physical education at State College? YES NS NO

35. Did you have the opportunity to elect the activity to meet the physical education requirement at State College? YES NS NO

36-55. With number one your first choice, rate the ten activities you would elect to participate in if given the opportunity:

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Archery . . . . . _____    | 5. Golf . . . . . _____       |
| 2. Badminton . . . . . _____  | 6. Gymnastics . . . . . _____ |
| 3. Basketball . . . . . _____ | 7. Handball . . . . . _____   |
| 4. Bowling . . . . . _____    | 8. Soccer . . . . . _____     |

9. Softball . . . . \_\_\_\_\_  
 10. Speedball. . . . \_\_\_\_\_  
 11. Swimming . . . . \_\_\_\_\_  
 12. Tennis . . . . \_\_\_\_\_  
 13. Touch Football . \_\_\_\_\_  
 14. Track and Field. \_\_\_\_\_

15. Trampoline . . . . \_\_\_\_\_  
 16. Tumbling . . . . \_\_\_\_\_  
 17. Volleyball . . . . \_\_\_\_\_  
 18. Weight Training. \_\_\_\_\_  
 19. Wrestling. . . . \_\_\_\_\_  
 20. Others . . . . \_\_\_\_\_

#### IV. ACADEMIC CREDIT

56. Should physical education be required at State College? YES NS NO

57. If you answer to #56 is yes, how many quarters?

1 2 3 4 5 6 7 8 9 10 11 12

58. Should required physical education classes meet more than two hours each week? YES NS NO

59. If answer to #58 is yes, how many hours? 1 2 3 4 5

60. If physical education had not been required and credit given, would you have taken it on an elective basis? YES NS NO

61. Do you feel instruction of physical education at State College is of high quality? YES NS NO

62. Check your major criticism of instructors in physical education at State College:

1. Lack of preparation
2. Lack of interest in course
3. Poor method of instruction
4. Lack of knowledge and subject
5. Lack of discipline
6. Lack of understanding students

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

63. Do you feel the grade you received in physical education was what you deserved? YES NS NO

64. If your answer to #63 was no, was it more or less than you deserved?

MORE  
LESS

65. Do you feel that "attendance" should be a factor in grading physical education students? YES NS NO

66. Should State College give academic credit in physical education? ("Academic Credit" means course work counting toward graduation and included in the grade point average.) YES NS NO

# V. FACILITIES AND EQUIPMENT

67. Do you feel the facilities at State College are adequate for physical education? YES NS NO
68. Do you feel the facilities at State College should be expanded and improved so a broader program in physical education could be offered? YES NS NO
69. Do you think State College provides adequate equipment for the physical education classes? YES NS NO
70. Check the items in the following list you think State College should furnish the student for physical education classes:
1. Shoes . . . . . \_\_\_\_\_
  2. Gym Trunks . . . . . \_\_\_\_\_
  3. Supporter . . . . . \_\_\_\_\_
  4. Socks . . . . . \_\_\_\_\_
  5. T-Shirt . . . . . \_\_\_\_\_
  6. Towel . . . . . \_\_\_\_\_
  7. Other . . . . . \_\_\_\_\_

Return this questionnaire, using the procedure outlined in the introductory letter, to Floyd V. Sluiter, 1419½ Ninth Street, Brookings, South Dakota.